

Kibbutz on the Negev



*Teacher's
Guide*

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COMMUNAL LIVING
IN ISRAEL

DOREEN JAMPOLSKY AND DERALD WILLOWS

Investigating
Our World

STUDIES
IN ASIA

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Through inquiry the child finds ways of thinking about things, about people, about the relationships among things and people, and about himself. Differentiating, analysing, ordering, and synthesizing experience in new ways becomes his way of life in school. Those active minds that society is seeking will then be there for the asking. And the children, with a confidence born of victory, will approach each new problem with an eager heart.

Wilfred R. Wees, *THE WAY AHEAD*. (Quance Lectures In Canadian Education, 1967)

INVESTIGATING OUR WORLD

This program represents a new approach to the teaching of Social Studies. Traditionally, much Social Studies instruction has been of an expository nature, with considerable reliance on textbooks—and with the teacher often playing the more active role. These studies depart from that pattern, in ways that offer challenging opportunities to all.

The studies have been specially organized to arouse the interest of pupils, and to help them discover the delights of being responsible for their own learning. A wide variety of evidence invites them to investigate, express their own ideas freely, defer judgment, predict outcomes, evaluate—and thus learn the skills needed to solve social problems or make decisions about issues which influence their lives.

The teacher's role is to guide and stimulate inquiry. Being free from the old concern about "covering a course," she can enter with her pupils

into the fun of searching for clues that might unravel problems. She can allow them time to *discover* by themselves what she would have *told* them in a conventional program. In the process, both teacher and pupils find that this way of learning is an individually rewarding experience.

Much of the emphasis in the program is on the understanding of human relationships. Each study portrays significant aspects of life in an objective but realistic manner. Pupils learn to recognize their own culture as but one among many—each with its own customs, traditions, and values. Successive experiences help them develop tolerance toward cultural differences, and an appreciation of the aspirations and achievements of other people. We believe that this emphasis helps pupils acquire a better understanding of themselves and contributes to the development of the kind of world understanding that society requires.

What are the objectives?

Skills for learning

The increasing complexity of life makes it imperative that the intellectual potential of children be developed fully. The improvement of the ability to think critically is a central purpose of this program, and one which pervades all activities. The teaching strategies employed throughout these studies are designed to give pupils numerous opportunities to exercise and develop the total range of thinking skills. (Illustrations of the emphasis given to thinking will be found in the succeeding sections.)

Children also need training in other skills which are most effectively taught as part of the Social Studies program. Included among these would be the skills required for locating and organizing information, map skills, expressional skills, and the ability to work alone or co-operatively with others. Opportunities to acquire progressive mastery of these skills are provided throughout the different studies.

Knowledge for understanding

Knowledge has increased to such an extent that mastery of even a small proportion of it has become difficult. Yet pupils must have command of certain basic information if they are to understand themselves and adjust successfully to their environment. The indiscriminate memorization of facts will not serve this purpose. Instead, important facts and ideas must be organized in some simple and orderly fashion. Most educators believe the best way to do this is to help pupils perceive the relationships among facts and ideas, and thus discover the governing concepts and generalizations. Knowledge gained and structured in this

way is better understood, more easily retained, and can be used more effectively to discover new knowledge.

Each study concentrates on important generalizations from one or two of the Social Sciences. Collectively, the total program introduces and helps the pupils discover essential principles from economics, political science, anthropology, and sociology, as well as from history and geography.

Values for living

Conflicting viewpoints and contradictory human behavior make it difficult for young people to determine what is right, good, or important in life. They need guidance if they are to relate to the present and the uncertain future in a clear and purposeful way. For these reasons, a study of values, and particularly the valuing process, occupies a foremost position in this Social Studies program.

In the program, pupils develop their own values by being given opportunities to learn the processes involved in value formation. These processes involve the use of many higher levels of thinking. To identify values, pupils need to learn how to see through the emotions and prejudices which cloud many issues. Skills of analysis, including those of elementary logic, are needed to isolate the key factors in situations. The ability to evaluate the consequences of alternative courses of action is also required to arrive at rational decisions.

Opportunities are provided naturally in the studies to help the child (1) become *aware* of how his values and those of others are determined ; (2) develop *respect* toward other viewpoints ; (3) acquire *competence in the processes* by which values are derived ; (4) grow in his *willingness to modify* his views as his experience widens ; and (5) have the courage to *affirm and commit* himself to those values in which he believes.

The skills that the pupil masters in these studies will enable him to acquire knowledge. Knowledge will help him understand the forces that motivate human behavior. His understanding of values and the valuing process will help him determine how skills and knowledge should be used. The balanced control of skills, knowledge, and values will contribute to his competence as a responsible citizen.

What are the teaching strategies?

Ensure pupil involvement

Achieving maximum pupil involvement in the studies is a co-operative undertaking between the pupils and the teacher. The teacher has the responsibility of initiating and motivating the study. As the study progresses, she provides guidance as needed, and helps pupils evaluate their efforts.

At the same time, full pupil participation is encouraged. During the initial stages, the pupils should be involved in determining what problems should be investigated, what procedures should be followed, and what activities might be undertaken. At later stages, they will become involved with unexpected problems and with working out plans to solve them. Such participation appeals to children. It helps them to regard the study as something of their own.

Organize the study

In these studies, a variety of approaches merits consideration. Pupils and teacher may wish to engage in a study on a whole-class basis. They may decide to divide into several groups, each group to work on separate sections of the main topic. Or again, the class could divide into two groups, to study separate communities for purposes of direct comparison.

Provision of an adequate number of pupils' booklets is considered essential to the purposes of the program. Using his own copy of the study, each pupil can pursue his research independently and thus gain more confidence in his own ability.

Enrich the study

It is important to enrich the children's experience by collecting and displaying reference

books, stories, and articles which are relevant to the study. Plans should also be made to arrange for field trips, resource visitors, and the loan of pertinent film strips, films, and other teaching aids. Such advance preparation and planning help to increase the benefits pupils can derive from these studies.

Later, the pupils will assume more responsibility by bringing new information and materials to maintain and amplify the exhibits and other aspects of the study. Such involvement is another means of maintaining interest; it gives pupils an opportunity to use their special talents. Many suggestions for supporting activities are contained in this Teacher's Guide.

Guide discussions

Discussions are an important type of involvement; they provoke thinking as well as help the pupils learn some of the courtesies of group activity. If the children are unaccustomed to conducting group discussions on their own, it is probably advisable for the teacher to "chair" the earlier sessions. Later the pupils can be allowed to proceed by themselves in both small and larger groups. Recommended procedures include the following:

1/

Create an atmosphere where the pupils will feel free to express their own views, raise questions, invite and accept constructive criticism, and exchange findings with each other.

2/

Establish the principle that the discussions should be among members

"You couldn't learn anything if the teacher told you everything."

AN ANONYMOUS
YOUNG PHILOSOPHER

of the group and not a dialogue between the teacher and individual pupils.

3/

Give the pupils plenty of time to think through their ideas and avoid critical remarks which will discourage future participation.

4/

Join the discussion when procedural help is needed, or when the discussion should be directed to other lines of reasoning or other topics.

Ask thought-provoking questions

Questioning techniques are properly regarded as the basic tools of the inquiry method. It will be noted that many of the questions in the studies require levels of thinking that will "stretch" the pupils. It has been found that pupils soon adjust to the new demands on them—in fact, they often surprise us with the maturity of their insights when given a chance to consider difficult questions. Some of the general guidelines of questioning techniques used in these studies are listed on page 4.

1/

Varied questions to meet individual differences but sufficiently challenging to extend all pupils.

2/

Questions that require pupils to use thought processes above the level of memory or recall.

3/

Questions to stimulate pupils to examine their own values and attitudes.

4/

Open-ended questions (for which there are no "right" answers) to encourage exploration of numerous possible answers.

Evidence shows that the use of higher level questions stimulates more thinking, makes information more meaningful, and results in better achievement. The practice also tends to encourage the pupils to use more penetrating questions themselves in classroom discussions and in their private pursuit of knowledge.

Develop values

Teachers are discovering the potential in Social Studies for value development. Newer procedures show how children may be helped to clarify their thinking about values. The suggestions offered here indicate very briefly some of the approaches which help teachers attain one of education's most important goals.

1/

Plan for value discussions in advance.

Impromptu consideration of value-laden topics may leave some pupils unprepared to participate profitably or gain little more than a superficial understanding. More benefit is usually secured when adequate data has been collected and questioning procedures have been determined beforehand.

2/

Provide a comfortable atmosphere.

The child should be discouraged from looking to his teacher for the "right" answers. Instead, a climate should be created where the child is encouraged to express his ideas and feelings freely.

3/

Don't avoid controversial topics.

Our natural reluctance to bring debate into the classroom ignores the realities of life. Subject to the limitations of age and experience, such adverse aspects of human relations as poverty, prejudice, and discrimination can be discussed fairly and objectively. They are things about which the pupils are entitled to know if they are to learn how to handle such in their own lives.

4/

Routine teaching won't change attitudes.

Research has shown repeatedly that the ordinary treatment of Social Studies topics does little to change or modify the attitudes that children form. Only experiences which evoke fairly intense feeling and which are followed by immediate self-evaluation have any appreciable effect.

Evaluate growth

The changes in emphasis reflected in this program necessitate corresponding changes in evaluation procedures. Conventional tests can be used to measure knowledge and skill achievement, but different procedures have to be devised to estimate the less tangible aspects of growth. Growth in thinking ability can be measured to some extent by noting pupil responses during discussion sessions. **Are the pupils volunteering more ideas? Giving reasons for their opinions? Asking better questions? Showing more openness in their attitudes?** How pupils feel about things is also determined through questioning and observation of behavior during activities in and out of school.

Let the main ideas which are introduced into a child's education be few and important, and let them be thrown into every combination possible. The child should make them his own, and should understand their application here and now in the circumstances of his actual life.

Alfred North Whitehead, *THE AIMS OF EDUCATION*

Kibbutz on the Negev



KIBBUTZ ON THE NEGEV examines a form of communal living that has had a strong influence on Israel's development as a nation, although it is a form practised by only a small proportion of the population. As a topic for study, it has significance in a world where patterns of family and group living are being subjected to many stresses and changes. At the same time, the authors do not wish to suggest that therein lies some form of Utopian solution to the problems of society. Kibbutzniks would be among the first to admit that their way of living is not perfect. However, many people in the world outside Israel follow similar ways, and the authors hope that KIBBUTZ ON THE NEGEV will help children toward an appreciation of what it means to live in such a community.

The authors have attempted to make the presentation and treatment of the topic as objective as possible. It is left for the pupils to form their own opinions about what they read and observe. The evidence will enable them to discover the principles under which a kibbutz operates and how these principles are applied in daily life. They will learn something of the traditions of the people living on kibbutzim and of the obstacles they have had to overcome. In the process, it is hoped that they will also discover how dedication to an ideal can give added meaning to life and contribute to the progress of any society.

The material in the pupil's book represents a core of data for about four of five weeks' work. As the treatment is not exhaustive, some teachers may wish to supplement the material with information from other sources. Others may wish to broaden the study beyond the limits of the kibbutz life to include a study of Israel as a whole. The extent to which any particular course is followed will depend, naturally, upon the interest and needs of the class, and the objectives that the teacher wishes to achieve.

Discovering generalizations

The unit is designed to help pupils make thoughtful generalizations about kibbutz living and about human behavior in general. The ability to understand and give expression to "big ideas" varies from pupil to pupil. It can be expected, however, that the ability will improve, under careful guidance, with each successive experience. The important thing is that pupils be encouraged to try, even though their early attempts may lack accuracy and clarity. Generalizations are best understood when they are discovered by pupils themselves.

The following are only a few of the thoughts which we hope pupils will try to state in their own words at appropriate points in the study. The list could be readily extended to accommodate many other generalizations that the teacher might wish to include.

- Members of a kibbutz place high value on family life, equality, individual rights, and shared work.
- Kibbutzniks have a philosophy of life which is satisfying to them. We share many of the same ideals.
- The problems of limited resources and years of neglect of the Negev are being overcome by the use of science and technology.
- People in all parts of the world recognize the importance of education. Some of our education comes from out-of-school experiences.
- Culture often influences the way people use or adapt to their environment.
- Every community has a set of rules by which it regulates the behavior of its members, to meet common goals.
- People can live together successfully in many different kinds of communities.
- People sometimes try to change parts of their environment in order to meet their needs.

STRUCTURE AND DEVELOPMENT

These suggestions are offered partly to indicate helpful techniques and partly to make clear the purposes the authors had in mind in preparing and organizing the study. It is hoped that the teacher will feel free to modify and supplement them with ideas and materials of her own. Although the materials have been organized to reflect modern objectives, and particularly the use of the inquiry method, the teacher is still the key to successful learning. Only through her enthusiasm and imaginative direction does a study "come alive" to provide pupils with worthwhile experiences.

STRUCTURE OF THE STUDY

The pupil's book has been organized into a number of sections and subsections. Teachers should familiarize themselves with the organizational pattern beforehand, so that investigations may be guided more effectively. The framework of the study is as follows:

SECTION 1 (*inside cover and page 1*)

INTRODUCTION—

WELCOME TO OUR KIBBUTZ!

To help orient pupils to the kibbutz at Revivim; to arouse interest and to establish an attitude of inquiry.

SECTION 2 (*Pages 2 to 13*)

DAILY LIFE ON A KIBBUTZ

To acquire knowledge from a variety of sources about kibbutz life—family relationships, common facilities, separate facilities, shared responsibilities, philosophy, and organization. To formulate and revise impressions (hypotheses) as the study proceeds, while preserving an attitude of "openness" to viewpoints which may be contrary to their own. To conceptualize their ideas about communal living and democracy in terms that are meaningful to them.

SECTION 3 (*Pages 14 to 23*)

LET'S PLAN OUR OWN SETTLEMENT!

To simulate a real situation that provokes thought and encourages greater pupil involvement. To utilize problem-solving procedures to help familiarize pupils with the physical features of the Negev, its history, the climate, and the nature of the problems which had to be overcome to make the desert productive. To gain an appreciation of the dedication and determination with which the settlers approached the problems, and of how they applied modern technology to effect solutions.

SECTION 4 (*Pages 24 to 31*)

OUR SPRING FIELD TRIP

To utilize interest in a typical field trip around Israel in order to enlarge pupils' understanding of the physical characteristics of the country, its long and turbulent history, the problems confronting the new nation, and its heroic achievements. To stimulate and encourage further research on topics of special interest. To help pupils discover the source of the intense pride Israelis feel for their country, and their enthusiasm for what they are doing.

SECTION 5 (*Pages 32, 33*)

ATTACK!

To examine briefly the sources of unrest in the Middle East as they relate to life in Israel; to provide pupils with some perspectives on the conflict, and to give them opportunities, appropriate to their age level, to identify the issues and suggest possible solutions to the problems.

SECTION 6 (*Pages 34 to 39*)

SUMMING UP—

THINKING ABOUT THE KIBBUTZ IDEA.

To summarize the study; to discover basic similarities and differences between kibbutzim and other types of communities; to help pupils clarify concepts and personal values

in terms of what they have learned; to recognize and respect views which might be contrary to their own; and to hypothesize on the possible influences which may change kibbutz ideals and practices in the future.

DEVELOPMENT OF THE STUDY

Initiation of the study

A variety of procedures for arousing interest in the study will suggest themselves to the teacher. Any of the following might be suitable for her purposes.

- Read and discuss the introductory statement in the pupil's book. Examine the accompanying drawings and photographs to discover what can be learned from them.
- Study and talk briefly about the pictures in the book and encourage pupils to ask questions about them.
- Question the pupils to discover what impressions and knowledge they have of deserts, kibbutz life, and Israel in general. The discussion could be quite revealing.
- Map orientation exercise.
Have pupils study the classroom globe and atlas to find the answers to these questions.

On what continent is Israel located? What countries are Israel's neighbors? What route would you travel to get to Israel? What transportation would you use? How long do you think the trip would take? Name a part of your country which is about the same size as Israel.

Preparations for enrichment

While interest is being kindled and preliminary inquiries are being made, the teacher may wish to begin collecting additional resource materials for enrichment. The help of the pupils can be enlisted in gathering appropriate books, pamphlets, pictures, newspaper articles, films, filmstrips, and other aids which might be available. Persons who have travelled in Israel could be invited to speak to the class and share their experiences. Often such people like to include slides in their presentations; or the class might interview the visitors, using questions which have been prepared by the class as a whole.

A short list of suitable books is offered at the end of the pupil's book and of this guide. Many others on this currently popular subject are usually available in school and public libraries.

Planning for group and individual research

The teacher may wish to guide pupils through many parts of the study on a whole-class basis, but some teachers may prefer to divide the class into groups, according to their interests, to study and work on different aspects of the subject by themselves. Some of the following topics might be treated as group projects when it becomes desirable to explore beyond the limits of the study. Reports can be presented at appropriate places in the study. The teacher and the pupils will think of other topics for research.

1 / Other Communal Societies

Report on different forms of social and communal organization elsewhere for purpose of comparison; for example, primitive cultures (Pygmies of the Ituri Forest), modern communes (Russia, China), and Hutterites, Mennonites, (North America).

2/Desert Lands of the World

Use geography texts and encyclopedias to locate principal desert areas—Sahara (Africa), Gobi (Asia), Great Australian Desert, Mojave (North America). Report on size, land features, temperatures, rainfall, population, ways of earning a living, land reclamation projects.

3/Animal and Plant Life on the Negev

Write descriptions and draw pictures of typical species. Provide explanations of how they live and adapt to their surroundings.

4/Using Archaeology to Reveal the Past

A small group of interested pupils could study ancient peoples who inhabited Israel (dress, language, religions, customs, occupations). Their research could include the role of archaeology in substantiating or refuting history. The ruins of Shivta, Avdat, Caesarea, or Masada could be used for illustration. See exercise #5 under "Activities to Increase Understanding."

5/The Role of Technology in the Negev's Development

Other interested pupils could make an illustrated report to show how scientific inventions have enabled the Israelis to modify the environment, increase production, and change living conditions; for example, in transportation, communication, weather forecasting, domestic air and temperature control.

6/Jewish Festivals, Holidays, Recreation

A knowledge of cultural activities contributes to the understanding of a people. Some pupils might wish to list and describe briefly some of the main holidays and festivals that form an important part of kibbutz life.

Activities to increase understanding

Pupils enjoy expressional activities such as songs, art, and dancing, which often reflect the deeper feelings of a society. Such activities also help to increase the pupils' empathy with the people being studied.

Teachers and pupils might plan to do some of these projects:

1/Plan and perform a *dance festival*. Use recordings and manuals that teach Israeli folk dances. The activity will help pupils identify with the feelings of the people and the tempo of the country.

2/Make a *model of a kibbutz* on a sand table to show typical buildings, facilities, homes, surrounding fields, and their relation to each other. If the exercise is tied in with the simulated problem project, "Let's plan our own settlement" (page 14), it can become a good means of applying or demonstrating the understandings the pupils have been acquiring; for example, need for irrigation, soil and crop care, communal services, etc. The panoramic drawing on pages 12, 13 can be used for reference.

3/Have a class committee construct a *topographical map* of the Negev from papier mache to show the different regions in relief. Locate principal towns, kibbutzim, moshavim, and industrial centres. Ribbon or yarn of different colors can be used to show the gas line from Eilat, old trade routes, modern paved roads.

4/Start a *bulletin board display*. Pupils should be encouraged to bring to class newspaper clippings, posters from travel agencies, photographs, copies of letters from friends or pen pals, maps of Israel, etc. The display can be general at one stage, and confined to particular topics—people, festivals, customs—at other stages. You will want your pupils to look after the display, but

encourage them to change the contents frequently to keep up interest. When items are brought in, especially those from newspapers and magazines, pupils should form the habit of evaluating the contributions for source and reliability.

5/Have the class simulate an *archaeological "dig."* One group could make secretly a series of artifacts, scrolls, pottery, that might conceivably be found at Shivta, Avdat, Masada, or Caesarea, for example. Their evidence could be buried and subsequently unearthed by another group. The latter group would have the task of reconstructing the life of the period and place designated.

6/Plan a "twinning" with a kibbutz and the pupils' own community, or adopt an elementary classroom in a kibbutz. Either plan has several advantages for both parties. It throws fresh light on the study and enables children to double-check the information and ideas secured from other sources, while clearing up misconceptions which may have been formed. If the exchange established in this way includes pictures, maps, lists of questions to be answered, and intimate details of interest to children, the experience can be much more rewarding than a study confined to the cautious statements typical of reference books.

7/Role playing is an important form of activity, not only as a means of increasing empathy but also as a means of helping children clarify their thinking and values. Three role playing activities are included in the pupil's text—"Suppose" (page 7), "Let's Plan Our Own Settlement" (page 14), and "Who Is Right?" (page 32). Two other situations that pupils might enjoy are: (1) council meeting, where members are deciding whether or not a "probationer" is qualified for membership, and (2) a proposal is made to add a knife-making factory or a tourist motel to the kibbutz to improve the economy.

Vocabulary development

Research suggests that vocabulary gains special importance beginning at the Grade 4 level.¹ Vocabulary is a key element of verbal ability; therefore, an improved vocabulary is necessary to improved thinking. In the study of kibbutz living, pupils will find many new words. Lists of these, with definitions, should be kept on special pages in notebooks, or several students might be placed in charge of a class list.

Related exercise—Have the pupils, as a class or individually, prepare illustrated dictionaries. A start could be made by helping the children compile a basic list to which additions could be made as the study advances. A special section of the dictionary might be limited to Hebrew words and expressions. The bulk of the dictionary would be devoted to words met in the study or during research. Their list would include such terms as the following;

archaeology, artifacts, Bedouin, communal, cova tembel, chedar ochel, democracy, falafel, kibbutz, moshav, rotate, Shabbat, ulpan, etc.

Questions to improve thinking

Many of the questions are designed to encourage the pupils to use successively higher levels of thinking. Among them are questions that require pupils to

- (1) recall information;
- (2) translate information into their own words;
- (3) interpret data;
- (4) apply knowledge;
- (5) analyse problems;
- (6) synthesize or do original thinking; and
- (7) evaluate evidence objectively.

The teacher will, of course, need skill and resourcefulness in guiding pupils through the different levels of thinking. Terms may have to be clarified, and sometimes questions may have to be rephrased, to enable the pupils to master the thinking processes involved. Examples of the above seven types of questions have been carefully integrated into this study.

Evidence suggests that efforts to improve

thinking ability through the use of better questioning techniques provide benefits in two ways. First, better questions encourage better thinking and make information more meaningful. Secondly, better questions tend to get students into the habit of asking such questions themselves.

Examples of the different types of questions used throughout the text include the following;

TYPE	ILLUSTRATIVE EXAMPLES	PAGE
MEMORY—recall	List the things the first settlers did to see if the desert would yield a living. To what conclusion did they come? (Answer can be found by simply referring to the text.)	15
TRANSLATION—changing information into another form	Write a description of the Negev in your own words.	23
INTERPRETATION—discovering relationships	How is a moshav like a kibbutz? How is it different?	35
APPLICATION — a p p l y i n g known information to a new situation	(Condensation) Suppose a number of mothers at Revivim wanted to keep their children at home with them . . . How would they proceed?	7
ANALYSIS—a most important category of thinking—requires logical thinking and identification of main factors in a problem	Are these quotations facts or opinions? Explain your answer.	36
SYNTHESIS—calls for divergent thinking. Old ideas and facts put together in new and original ways.	Plan a settlement on the Negev.	14
EVALUATION—judging the pros and cons—one of the highest levels of thinking	Who is right? (exercise on Arab-Jew conflict)	32

Special Note—*The authors hope that the questions and exercises provided will be a useful guide, but they wish to advise that their contributions in this direction are not exhaustive. They remember John Dewey’s observation about children being so full of questions outside of school and so silent within. They hope that their restraint may leave room for pupils and teachers to address some questions to the evidence for themselves.*

¹Arthur G. Draper and Gerald H. Moeller, "We Think With Words," *Phi Delta Kappan* (April, 1971), p. 482.

Culminating activities

Toward the conclusion of the study, the teacher will wish to evaluate pupil growth in the skills, knowledge, and values that have been developed as a result of the investigations and experiences. Growth toward some of the objectives can be evaluated through teacher-prepared tests. Growth toward others, of a more subjective nature, can be evaluated, in part, by observing behavior in terms of such questions as the following.

- Do my pupils show increased ability to think at higher levels, reason logically, and discover main ideas by themselves?
- What knowledge have they acquired that they did not have before?
- What attitudes appear to be changed or modified as a result of this study?
- Are the pupils more open-minded and willing to listen to the ideas and opinions of others?

- Are pupils becoming more competent in identifying problems and in using orderly procedures to solve them?
- Are pupils showing more willingness to express divergent opinions, and learning to support them with good arguments?

Summing Up—What do we think about kibbutz life now?

The authors have included a selection of conflicting opinions and information for the concluding section. It is designed to help pupils summarize their thinking as they complete the study. The purpose of the material, and suggestions for utilizing it, are elaborated at the end of the following section of this guide.

A Culminating Program

Many teachers and pupils enjoy concluding their study of a topic by presenting a simple

program. This study offers many possibilities in this direction. The pupils should participate in determining goals, deciding what to do, and what to include in the program. If such planning is begun at an early stage, it tends to provide greater motivation to the class and to the groups who are working on separate parts of the total project. The agenda for such a program could include such items as (1) demonstrations of Israeli folk dancing, (2) re-enactment of selected festivals, (3) group singing, (4) selected "role playing" scenes, (5) selected reports by pupils, and (6) a display of models, maps, posters, and relevant photographs.

Extra benefits can often be secured if the parents or pupils from other classes are invited to the presentation, so that class members can explain and show what they have done and learned. They always like to do that!

COMMENTS ON SELECTED SECTIONS

The introduction—Welcome to our kibbutz!

Suggestions for initiating the study were offered at the beginning of the previous section of the guide. The following background observations are provided to assist the teacher as she guides pupil inquiry.

While kibbutz Revivim is a primary focus to help pupils identify with the subject, the main objective is to provide pupils with a variety of evidence to enable them to visualize *communal life in general*, as practiced in Israel. To this end, the drawings and the panoramic illustration on the inside front cover, and pages 12, 13, and 29 are based on photographs and data obtained from Margaret Homan and from officials in Revivim.

The other photographs illustrate features of kibbutz life but do not refer to Revivim specifically. The teacher should probably make this point clear at the same time as she establishes the fact that the 225 or more kibbutzim spread over Israel are not all alike. From the evidence and independent reading, pupils should discover that kibbutzim vary considerably in prosperity, size, location, agricultural activity, and even in philosophy. The newspaper article on page 38 of the pupil's book is one source that illustrates this fact.

Margaret Homan actually lived at Revivim for six months in 1971, and extracts from her interesting letters home have been incorporated into the text. Zipporah and Yaacov do not exist in fact, but their life-style is typical of kibbutz children throughout Israel.

Many of the kibbutzim have prepared in-

formative brochures that describe life, facilities, and activities on their particular kibbutz. Copies of these mimeographed publications would add greater depth to the study and would form an excellent basis for comparison with life on Revivim. In Canada, such information is available from: Kibbutz Programs (Mrs. M. Kaplansky), Zionist Centre, 788 Marlee Avenue, Toronto, Ontario. It would be a good idea to initiate requests early, so that a reply might be received before the study is completed.

Ulpan is a type of schooling for learning Hebrew quickly and well. New immigrants to Israel, and volunteer workers from other countries, study, work, and live together, while they are gaining a knowledge of the language. There are city Ulpanim as well as kibbutz Ulpanim. The following are some of Margaret's impressions.



Ulpan quarters are pretty rough and ready. The buildings are made of prefabricated cement slabs with tile floors. Two or three people share a room and everyone uses washroom facilities located in a separate building within the Ulpan area.

There are approximately fifty people in an Ulpan program, ranging in age from 17 to 45 and coming from all over the world.

The Ulpan works half the day in return for tuition, room, board, and small toilet articles. Work can be in the fields, the orchards, the chicken coops, the kitchen, and, if your Hebrew is good enough, in the children's houses. Work is hard and sometimes monotonous but jobs are rotated and you will be given work you enjoy whenever possible.

The Ulpan lives and studies together but Ulpan members have many opportunities to join in kibbutz life. You are invited to all kibbutz social functions, you eat in the kibbutz dining hall, and you are given a kibbutz family to visit during the week. The Ulpan program also lets you see the rest of Israel. You are taken on three tours to different areas of the country and there is also a three day holiday per month when you can travel on your own.

Daily Life on a kibbutz

The problem confronting pupils in this section is one of using the available evidence to form some tentative conclusions about the basic principles and practices of kibbutz life. Before beginning, the teacher may need to help pupils discover how the book is organized and the variety of sources to which they can refer for information—namely (1) the author's narrative (or story), (2) quotations, (3) factual statements, and (4) significant photographs.

The section has been organized to permit exploration of the following features of kibbutz living: (1) family life, (2) common

facilities, (3) work responsibilities, (4) separate living quarters for children, (5) education, and (6) a summation statement to reveal ideals and their application.

The teacher will note that due to limitations of space the authors have had to concentrate on the most significant features of communal living and have not been able to examine elements such as culture and recreation adequately, or to provide all of the intimate details they would like to include. For this reason, pupils should be encouraged to consult other sources to increase their understanding.

PROCEDURE: It is suggested that pupils consider and discuss each feature in turn. A space on the class chalkboard could be reserved to summarize pupils' comments as the study of this section proceeds; or such an exercise could be deferred until all components have been received. In addition to the questions provided in the text, questions such as the following have proved successful in stimulating discussions.

- *Are you interested in learning about people who live in other parts of the world? Give reasons.*
- *Why do you suppose the kibbutzniks chose to settle in a desert region?*
- *What does the word "pioneer" mean? Would you say the first settlers in Revivim were pioneers? Explain your answer.*
- *Do you like new and challenging experiences? Why, or why not?*



While there will be consensus on many points, pupils should feel free to express views which might be contrary (divergent) to those of the teacher or their classmates; In an atmosphere where pupils accept the idea that there are different viewpoints about many issues, we are making progress toward the attitudes we want children to develop.

"They seem to have good relations with their parents even though they live in separate houses."

"Nobody owns anything; everything belongs to the people as a group."

"Everyone seems to share in the work without pay. Don't they get anything in return?"

"Living in separate quarters doesn't seem to bother anyone."

"Education is important to them and includes out-of-school experience."

"These people believe in equality and do everything democratically."

Exercises have been included in this section on page 11 to test understanding of the concepts: "communal" and "democracy." But it is not expected that the accompanying discussion will achieve complete understanding. Children will need many, many experiences before such difficult concepts are adequately understood.



Let's plan our own settlement

Posing a problem that encourages active involvement in its solution provides an excellent opportunity for developing many important social studies skills. When pupils reach this section of study, it is suggested that time be devoted to arousing interest in the idea and reviewing the procedures recommended for the problem-solving method. Pupils might be allowed to speculate about the questions raised before actual inquiry begins. It might also be advisable to have them skim through the section to note how it has been organized and what types of evidence have been provided to aid them in tackling the problems.

The teacher could hope that many of the following generalizations would emerge from a study of this section.

- Because resources are limited, the Israelis have had to make use of every conceivable procedure to make the land productive.
- The people had to be determined and willing to work hard in order to overcome the numerous obstacles successfully.
- The Israelis were able to solve many of their problems and increase food production because they employed modern machinery and scientific knowledge to help them.
- The differing customs and attitudes of the Bedouins and Israelis cause them to use the same environment in different ways.

Making comparisons (Bedouins and Israelis)

The efforts of pupils to formulate some approximation of the last generalization mentioned above should give them added appreciation of a central concept of human geography. The aim of the following exercise is to help the pupils discover and state the generalization and to revise their first efforts, if necessary, as they encounter new data. It is suggested that the teacher could proceed somewhat as follows :

Prepare two adjoining columns on the chalkboard labelled "Bedouins," "Israelis." Study the information about Bedouins in the text and from other sources. Then have pupils list all they have learned about Bedouin customs, homes, families, occupations, and how they use the available resources. Discourage the pupils from relying on the limited evidence in their source book about Bedouins. Evidence from other sources will enable them to add to their Bedouin column such facts as: some Bedouins live in villages, some



use modern farming methods, and many have adopted such conveniences as trucks, radio, and television.

Proceed in a similar manner for the Israelis. It is presumed that pupils will note in connection with the latter that the Israelis have constructed huge air-conditioned apartments in Beersheba, that they operate a copper refinery, dig fertilizer out of the Dead Sea, make canals, and pump water to the desert to bring forth fruit and vegetables from the sand; that they follow mostly the Jewish religion; that some band together in kibbutzim; that women receive military training and help with all jobs.

At the conclusion of the exercise the dis-

cussion could lead pupils to observe, "Some Bedouins seem to live as they did long ago but the Israelis seem to be very modern." Remarks like this could lead to the conclusion, "The environment alone doesn't determine how we live. Our culture affects the way we live, too."

An important caution

Though we feel that the exercise is a valuable one we also feel that it needs careful direction to avoid creating misinterpretations. It is inevitable that all of us form different impressions about what we observe and read. Our responsibility is to help pupils acquire the habit of evaluating such impressions objectively in the interest

of fairness. If, for example, pupils form the impression that the Israelis are bright and industrious while the Bedouins are indolent and backward, they may be doing an injustice to both cultures—and to themselves.

The primary point to establish is that culture and environment interact to affect patterns of human life. With respect to culture, the exercise represents an opportunity to reinforce further the idea that different people have different values (which we should respect), and the only important question to any of us is, "Are we living a satisfactory life in terms of our values?"

Our spring field trip

The class will probably enjoy this section more if it is treated as if it were a *real* trip they were taking. As with field trips they have taken as part of their regular school work, or trips taken with their parents, pupils will appreciate that some advance preparations will add to their enjoyment. On this basis it would be profitable to (1) study the map on pages 25-26, to become familiar with the route and to gain some idea of the nature of the country in advance, and (2) note briefly some of the things they might see.

With interest thus aroused, the pupils will probably want to read the short description of the children's trip in its entirety before going back to examine and discuss each part in detail. In addition to material specifically relevant to the trip, the teacher will note that the authors have included three special interest "panels" about Caesarea, the Dead Sea Scrolls, and Masada. These topics could be studied in separate lessons by the class, or could be the basis for more extensive research by interested groups.

During, or at the conclusion of, the study of this section would be a good time for introducing resource visitors to the class, checking and amplifying the trip from other sources, and showing slides and films if they can be obtained. From a study of this section it would be hoped that pupils would gain some appreciation of:

- 1/The physical and climatic characteristics of Israel.
- 2/Jewish identification with the long and turbulent history of the regions.
- 3/The emergence of Israel from an ancient base to its position as a modern nation.
- 4/Why the people have such an intense pride in their country.





Attack!

The fact that kibbutz life is being conducted against a background of unrest, is something the authors felt could not be ignored entirely. Pupils are aware of the existence of trouble between the Israelis and their neighbors, even though they are probably vague about the details. The extent to which teachers might wish to expand on our brief treatment of this topic is left to their discretion and to the interest and maturity of individual classes.

WHO IS RIGHT? The authors hesitated to include this exercise for obvious reasons. However, for mature classes it can be a valuable opportunity for them to learn how to analyze a problem, and suggest solutions to issues which are clouded with strong emotional feelings. For those who wish to proceed with the exercise, a technique called "proxemics" may help to add realism and immediacy to the material on the Arab-Israeli conflict. After your pupils have had an opportunity to investigate the issue, have them divide into pro-Israeli and pro-Arab factions. You will probably find that the pro-Israeli side has more members, but such an imbalance need not concern you. However, if *all* your pupils elect the pro-Israeli side, you will have to persuade some

to form a pro-Arab faction for the sake of argument.

Line the pro-Israeli team against one wall of the room, and have the pro-Arab team surround them on the other three sides (The technique will work better if the children stand than if they sit in chairs.) Tell the teams to debate the issue and argue it out, feeling free to move around.

As the argument becomes more heated, the pro-Arab pupils will physically close in on the pro-Israelis, and the pro-Israelis will fight back, even pushing the pro-Arabs farther away from the wall. If the argument seems slow to take off, you may wish to have each team meet separately to consolidate its position. Then rearrange the teams as before, and try again.

After the session, have the children discuss what happened. How did the pro-Israelis feel with a wall (the sea) on one side and pro-Arabs on the other three sides? What did they do about it? How did the pro-Arabs feel about having the pro-Israelis in the room? How did they feel pro-Israelis began to push them further from the wall? By simulating the conflict on a small scale, the pupils can begin to understand some of the feelings of the peoples involved.

Thinking about the kibbutz idea

Discuss and work out the exercises in this concluding section. The treatment is designed to help pupils summarize their thinking and thus complete the study. Included are the following items.

- 1 / Data to permit ready comparisons among kibbutzim, moshavim, and a Canadian farm.
- 2 / Other views on kibbutz life, a series of quotations representing varying viewpoints.
- 3 / The role of women—a statement that reveals the unique role of women in Israel.
- 4 / Newspaper article—"Changes on the kibbutz." To assist pupils as they speculate about the effects of change on the theory and practice of kibbutz living.

Hold a class forum to review the study.

Details of such a session will vary from class to class but one suggestion would be, to refer back to the original questions raised on page 1. Following a discussion of them pupils could be asked, "What have we learned about kibbutz life?" Or, "What have we learned about kibbutz life which could have application in our own lives?" The discussion could lead to the formulation and listing on the chalkboard of the concepts and generalizations which have grown out of the study. See the suggested list in this guide, page 5.

It is essential that the statements be expressed in the pupils' own words and that pupils are not expected to be in full agreement on every item. The acceptance of divergent opinions helps children to realize that to many of society's problems there are no right or wrong answers, and that no system of living is necessarily better, or worse, than others.

A RETRIEVAL CHART Another way of helping pupils classify and summarize their conclusions is to have them prepare a "retrieval chart." Each child can complete it in his own notebook, or it can be placed on the chalkboard as a class project. The illustrative chart below has been filled in with possible comments. The exercise is of most value, of course, when the pupils enter their own conclusions. You can anticipate that the results will be varied and illuminating!



PROBLEM	IN A KIBBUTZ	IN OUR COMMUNITY
How is family life carried on?	Although we live and sleep in separate buildings from our parents, we are together part of the time.	We live in the same building as our parents and do many things together.
To whom does the property belong?	Our houses, buildings, and equipment belong to the members of the group as a whole.	We own our house, our car, and our furniture. Public buildings belong to the community.
How is work done?	Everyone shares in the work by doing the jobs that have been assigned to them, or for which they are specially trained.	Our parents do the kinds of work for which they have been trained or which they prefer to do. We have jobs to do too.
How are we rewarded for our work?	Food, clothing, and shelter are provided for the members, according to their needs, from the sale of things we produce. In addition, each member gets a small allowance to buy personal things.	Our parents receive wages or money according to the kind of work they do. After paying taxes for their share of the community services, they can use the balance of their money in any way they choose.
How do we manage our affairs (govt.)?	We elect some of our members to run the kibbutz, but we all share directly in making decisions that affect the welfare of the community.	We elect people to manage our community affairs, but we do not take part in settling all details. If we do not like the way our representatives are managing things, we elect someone else.
What things do we value most?	We value the right to be free and equal. We love our families, our country, and the land on which we live.	We value our independence and our way of living. We love our families, our homes, and our country.

In what ways do kibbutz life and life in your community appear to be different? How are they the same? Check your opinions later, when you have finished the study, to see if any of your ideas have changed.

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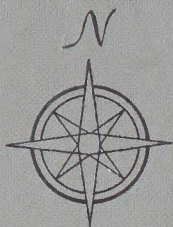


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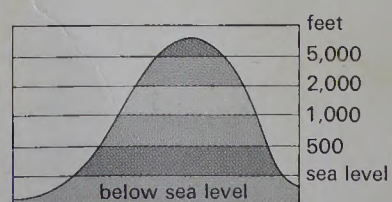
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